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ABSTRACT

The director of a proprietary child care center implemented a practicum designed to train child caregivers in child development and developmentally appropriate practices. The practicum consisted of three evening workshops and used supplementary reading materials, discussion groups, classroom observations, and individual conferences. After training, caregivers were expected to exhibit knowledge of normal child development, Piaget's philosophy, stages of cognitive development, Erikson's social development stages, and the implications of this knowledge for caregiving. Participants were expected to: (1) apply the material in their classrooms; (2) demonstrate age-appropriate caregiving practices and the ability to set up and maintain an appropriate environment for the optimal development and stimulation of children; (3) maintain a positive classroom climate and exhibit age-appropriate interaction. Practicum evaluation data indicated that the intervention was successful in increasing caregivers' knowledge and improving their classroom practices. (RH)

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TRAINING STAFF TO PROVIDE DEVELOPMENTALLY APPROPRIATE CHILD CARE

by

R. ELAINE BLAZIER

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NOVA UNIVERSITY

TRAINING STAFF TO PROVIDE DEVELOPMENTALLY APPROPRIATE CHILD CARE

by

R. Elaine Blazier

Cluster XXI

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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Approved:

October 24, 1988
Date of Final Approval

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ABSTRACT

Training Staff to Provide Developmentally Appropriate Child Care. Blazier, R. Elaine, 1988: Practicum Report, Nova University, Ed. D. Program in Early and Middle Childhood. Descriptors: Adult Education/Child Care/ Child Caregivers/Child Development/ Classroom Techniques/Day Care/Day Care Centers/ Early Childhood Education/Educational Philosophy/Infants/Inservice Education/Job Training/ Preschool/Preschool Teachers/ Program Development/Program Effectiveness/Staff Development/Toddlers/Training Methods.

This practicum addressed the problem of the lack of education and training of child care personnel. The writer provided three evening workshops combined with reading materials, discussion groups, classroom observations and individual conferences. The total program was focused on child development information and developmentally appropriate child care practices.

Three instruments were used in a pre/post training mode to prove the problem and to evaluate the success of the program. These were: a caregivers child development knowledge questionnaire compiled by the writer, the Early Childhood Environment Rating Scale (ECERS) by Harms and Clifford (1980), and selected items from the ECERS dealing with caregiver/child interactions. Criteria for success of the program was set to show a significant increase in child development knowledge, an improvement in the environment of the four classrooms in the center, and an improvement in caregiver interactions, as measured by the use of the pre/post use of the instruments. Success was evident in a significantly higher number of correct answers on the post-training administration of the child development knowledge questionnaire. Observations in the classroom utilizing the ECERS at the conclussion of the program produced higher scores which indicate that the staff development program was successful in facilitating the caregivers in providing a developmentally appropriate environment and more effective caregiver/child interactions.

TRAINING STAFF TO PROVIDE DEVELOPMENTALLY APPROPRIATE CHILD CARE

CHAPTER I

INTRODUCTION

Description of the community and population

The setting for this program is a proprietary child care center located in one wing of a former elementary school in a suburb of a large city near the east coast of the United States. The community in which the child care center is located is a small blue-collar pocket in the midst of a growing corporate and industrial suburb of the city. The community, at one time, was the home of workers in the large, now closed, steel plant. The community is now surrounded by new industries, corporate centers, shopping centers, and housing developments. It remains the home of the blue-collar workers who are the truck drivers, secretaries, janitors, and food service workers for the new businesses and industries surrounding it.

The child care center was established to provide child care for the children of parents working at a nearby research and development laboratory of a large pharmaceutical company and for a newly developed corporate center. The children who are enrolled for full-day care are between two months and five years in age. The parents of these children are mainly professional people working at the laboratory or in other businesses located in

the corporate center. The child care center, also, provides after school-care for elementary children, as a bus stop is located on the premises. The after-school children are mainly from the local community.

The population of the center at the outset of this program was 67 children: 24 infants in two classrooms, 15 toddlers, 16 preschoolers, and 12 afternoon Kindergarten and afterschool children, with about 55 children in attendance each day. By the end of the implementation of this program the center had 84 children registered; 32 infants in two large rooms, 20 Toddlers, 20 preschoolers, and the 12 afternoon children, with an average daily attendance of 70 children.

The racial make-up of the center is almost totally white. One infant of South American parentage and two children from an Asian family attend full-time. This ethnic picture is represenative of the total suburban area. In a school-age summer program there was a better ethnic mixture represented--four black children and three East Indian children.

The child care center is staffed by a mixture of local, untrained aides and commuting early childhood professionals. The ages of the staff ranges from 18 to 70 years. All caregivers are white women with the exception of one young college man who works with the after-school group.

Another child care center is being planned by the owner of this center. It will open in the near future offering child care to the growing industrial and corporate businesses in this suburban area.

The Writer's Role and Responsibility

The writer became the director of this child care center after teaching nine years in the early childhood field and serving 11 1/2 years as director of a large nursery school in a nearby community. During the 11 1/2 years the nursery school grew from a traditional

teacher-directed school with 30 children to one with 165 children utilizing a Piagetian/developmnental/interactive philosophy.

The writer holds a B. S. degree in Elementary Education and an M. A. in Early Childhood Education and is adjunct professor at two colleges. College courses taught by the writer are: "Infants/Toddlers in Day Care," "Theories and Activites in Early Childhood Education," "Assessment of Young Children," "Administration/Supervision in Early Childhood," and "Child Development- 2 to 5."

The role of director for this child care center carried the responsibiltiy for the total operation of the center, including establishing philsophy and goals, program planning and evaluation, staff selection and training, fiscal planning and administration, admission, parent relations, and community interpretation.

In addition to the above mentioned roles, the writer is chairperson of the advisory board of a child care center in a nearby small city. Responsibilties in this position include guiding the board in determining policy and budget, long-range planning, and supervising the director of the center.

The writer's membership in professional early childhood organizations provides a broad range of opportunities for professional and personal contact and stimulation on the local, county, state, and national level. The writer speaks to parent groups, presents workshops for early childhood professionals, and serves as a consultant on early childhood education and child development.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem defined for this practicum was that there are not enough people with experience and training in caring for young children to staff the child care center now operating or the other child care center proposed in the near future. Although, the aides who were working in the center provide loving custodial care, they were not knowledgeable about child development and did not provide the stimulation or teaching that is necessary to furnish quality care to the children enrolled at the center.

Problem Documentation

The problem was documented through a survey of employees records. These showed that of the 14 child care workers employeed at the center, ten had no training in child care or child development. One part- time aide is in her second year of college. Two lead teachers had completed B.A. degrees in Elementary Education and Early Childhood Education. One had completed a B.A. degree in Child Development and Home Sciences with additional work on a M.A. degree in Education. Eight aides have high school diplomas and two have not finished high school.

A child development questionnaire (Appendix A) compiled by the author from other sources (Desjardins, 1985, Highberger & Schramm, 1976; see permission letters in

Appendices D and E) and administered to the caregivers showed that there was a need for training in child development. The number of correct answers per person varied from 3 to 14. (See Appendix B.) The most frequently incorrect answers were on items 1, 2,3,4, 6, 8, and 9--with an average of seven incorrect answers for the total group. Those items dealt with Piagetian philosophy and child development knowledge. Question 14, concerning speech development, also obtained 8 incorrect answers. The three questions that received the most correct answers were 11, 12, and 13, which can be categorized as "common sense" caregiving items.

After careful research to locate an observation instrument that would assess the total childcare environment from infant to preschool ages, the writer chose "The Early Childhood Environment Rating Scale" (ECERS) by Harms and Clifford (1980). The authors approach the early childhood setting from an ecological perspective. The subscales assess seven areas: personal care routines, furnishings and displays for the children, language-reasoning experiences, fine and gross motor activities, creative activities, social development, and adult needs. Items within each area is scored on a scale from 1 to 7. Within the scale descriptions are given at the 1 (inadequate), 3 (minimal), 5 (good), and 7 (excellent) points, for each item. The observers match the description with what is observed in the classroom. Item scores are then added to obtain a total score for each area.

Harms and Clifford have established validity rank order correlations of .737 with expert trained observers, and .697 rank order correlation with less well trained observers. In establishing reliability the authors used three measures: (1) interrater reliability by classroom in three settings with rank order correlations of .899, .790, and .884 respectivly; (2) interrater reliability rank order correlation of .937; and (3) internal consistency tests obtained for each subscale in Alpha and Standardized Alpha with total scores of .830 and .863 respectively. These reliability measures are acceptable with

caution to the observer about using subscale scores in research and evaluation. Another caution is for use with infant/toddler classrooms as additional tests need to be done to confirm reliability with this population. The writer of this paper chose to use this instrument despite the cautions in regard to infant/toddler populations, due to the fact that another instrument of this caliber and ease of administration was not found. Both the writer who is director of the child care center where this practicum took place and the director of the proposed new child care center observed separately in each of the four classrooms and later averaged mean scores in order to give a single rating on the Harms/Clifford scale. In each of the seven areas an average rating for the four classrooms of the center was calculated with the following results shown in Table 1.

TABLE 1: AVERAGE RESULTS OF EARLY CHILDHOOD ENVIRONMENT RATING SCALE

Category	Perfect Score	Pre-Training Score
Personal Care Routines	35	21
Furnishings/ Display	35	17
Language, Reasoning Experiences	28	12
Fine/Gross Motor Activities	42	32
Creative Activities	49	18
Social Development	42	19
Adult Needs	28	18

Interwoven throughout the scale are items which reflect (in the excellent range)

relationships and interaction between caregiver and children, which the writer considers to be of prime importance in quality caregiving. These items are 1 (greeting), 3 (nap/rest procedures), 4 (diapering, toileting), 11 (receptive language), 12 (using language), 13 (using learning concepts), 14 (informal use of language), 16 (supervision of fine motor activities), 20 (supervision of gross motor activities), 26 (schedules), 27 (supervision), 29 (free play), 30 (group time), and 32 (tone). For the selected interaction items the writer found the following average scores for caregivers of the four classrooms (out of a possible total of seven on each item):

(1) Greeting-3.25

(3) Nap/rest-5.00

(4) Diapering/toileting-5.00

(11) Receptive language-3.25

(12) Using language-2.25

(13) Using learning concepts-2.50

(14) Informal language use- 3.50

(16) Supervision of fine motor - 3.75

(20) Supervision of gross motor-4.25

(26) Schedules-4.33

(27) Supervision-4.50

(29) Free play-3.50

(30) Group time- 3.67

(32) Tone-3.75

Appendix C, "Interpersonal Items, Pre/Post Training Averages," gives a picture of the interaction style of the caregivers in the center.

Recent literature conveys the fact that the lack of trained caregivers is widespread. The low status, low salaries, and few benefits of the child care field fail to attract an adequate number of workers (Corbett, 1981; Phillips & Whitebook, 1986; Stains, 1987; Whitebook, 1987). Especially acute is the problem of obtaining qualified caregivers for infants and

toddlers. Tradition seems to accept "babysitting" for these very young children as the public perceives that meeting the physical needs (custodial care) is of utmost importance (Honig, 1985). In the child care center where this practicum took place the caregivers in the two infant rooms are mainly mothers and grandmothers from the local community with no childcare education or training--other than their motherhood experiences.

Analysis of the Causes

In analyzing the reasons why there are few qualified, trained child caregivers available from the workforce one must look at the attitudes towards child care and the current labor market. Honig (1985) reflects that traditionally it has been assumed that any caring individual could care for the mainly physical needs of infants and toddlers--that they do not need educational stimulation. Traditionally, this "baby-sitting" is done by the teenager down the street or by grandmother. In the past, nannies, wet nurses, and governesses were little more than servants in well-to do households (Hostetter, 1984). The attitude of the public toward day care as a custodial institution does little to enhance the professionalism of child caregivers (Honig, 1986). It is commonly perceived that because mothers choose to work outside the home, the care of their children is the woman's problem (Galinsky, 1986). Consequently, the status of those caring for children in day care centers is low.

In the community setting for this practicum one cause for the lack of trained personnel available to work in child care is the growing number of child care centers which compete for the labor force. The low salaries which are offered is another factor. In the surrounding community a person can work as a file clerk or in a fast food resturant for more pay per hour than is offered for entry level child care workers. Thus, the low salaries, low esteem, and lack of benefits does not attract qualified people to the field of early childhood (Whitebook, 1987).

Related Literature

The media has been highlighting the problem of insufficient day care for the children of the estimated 50% working mothers with children under six. Television and radio feature reports regarding the need for day care and how it is being met in the communities. Newspapers print articles weekly about the subject. Magazines frequently feature cover stories regarding the day care problem (Stains, 1987; Staff, Newsweek, 1984 ; Verzaro-Lawerence, LeBlanc, Hennon, 1982; Wallis, C. 1987).

Early childhood literature emphasises the problem of high turnover and the need for trained staff (Whitebook, 1987; Corbett, 1981; Honig, 1985). Child caregiver training is an important subject in the early childhood literature. Margot Kaplan-Sanoff (1982) proposes that child care workers need to develop a theoretical basis from which to work. Several authors stress the qualities and skills important to good caregiving. Among these are:

1. Knowledge of how children learn and their personal and developmental needs, and a love of learning for self as well as for children (Gross, 1981; Galinsky, 1986; Honig, 1985).

2. Responsiveness to children which includes maintaining a positive classroom climate (Alger, 1984; Galinsky, 1986; Gross, 1981; Katz, 1981).

3. Planning for optimal and appropriate use of space, planning age appropriate experiences, and practicing good health and safety procedures (Alger, 1984; Galinsky, 1986).

4. Responsiveness to parents (Galinsky, 1986; Katz, 1981; Honig, 1985).

5. Evaluating on an ongoing basis (Galinsky, 1986).

Child caregivers must be knowledgable about children, how they learn, how to set up a developmentally appropriate environment, and how to best care for children to facilitate optimal growth and development.

CHAPTER III
ANTICIPATED OUTCOMES AND EVALUATION

Goals and expectations

The goal of this practicum was to train childcare workers in developmentally appropriate caregiving practices with an emphasis on a Piagetian, interactive, and developmental philosophy.

The caregivers were expected to demonstrate appropriate knowledge of Piagetian philosophy, and child development, maintain the proper environment for optimal learning and development, demonstrate age-appropriate caregiving practices, and exhibit age-appropriate interaction with the children in their care.

Behavioral Expections

Upon completion of the proposed in-service training program, the caregivers were expected to:

1. Exhibit knowledge of normal child development, Piaget's philosophy, stages of cognitive development, Erikson's social development stage, and the implications of this knowledge to caregiving; and apply this knowledge daily in the classroom.

2. Demonstrate age-appropriate caregiving practices and be able to set up and maintain an appropriate environment for the optimal development and stimulation of the children in the classroom.

3. Maintain a positive classroom climate and exhibit age-appropriate interaction with

the children with whom they work.

Measurement of Objectives

Measurement of the objectives was accomplished by means of utilizing the "Child Development Knowledge Questionaire" (Appendix A) and the "Early Childhood Environment Rating Scale" (Harms & Clifford, 1980) in a post-training mode.

1. Piagetian and child development knowledge was measured by administering the "Child Development Knowledge Questionnaire" after the training sessions. Success was to be demonstrated by an overall 15% increase of correct answers.

2. Appropriate caregiving practices and classroom environment was measured by a second classroom observation using the "Early Childhood Environment Rating Scale" (Harms & Clifford, 1980). Success was to be demonstrated by an increase of at least one full point on the rating scale, with the exception of the seventh category which measures the child care center in relation to the caregivers needs, which is not in the caregiver's control.

3. Appropriate interaction and classroom climate were measured on the "Early Childhood Environment Rating Scale" (Harms & Clifford, 1980) focusing on items 1, 3, 4, 11, 12, 13, 14, 16, 20, 26, 27, 29, 30, and 32. An increase of at least one point on the scale would indicate success of the training program.

Analyzing the Results

The results of the pre-training and post-training use of the" Child Caregivers Questionaire" (Appendix A) were analyzed in the form of a bar graph ((Appendix B). Pre-training average results are shown by a black bar. Post-training results are represented by a plain bar. In addition, Table II (pg. 27) shows the results and differences

in the number of correct answers on the pre/post training "Child Caregivers Questionnaire".

The average scores for the second observation using the Early Childhood Environment Rating Scale (Harms & Clifford, 1980) are shown on Table III (page 29) in comparison with the average scores of the first observation.

The average scores on the items designated relevant to classroom climate and interaction are exhibited on a dated line graph (Appendix C) for pre- and post-training. In addition, Table IV (page 31) shows the comparison of pre/post training scores on these selected caregiver interpersonal items.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solution

Solutions to the problem of untrained child care staff could take several forms:

1. Requiring staff to take early childhood education college courses, and to attend early childhood conferences and/or workshop; and providing funds for their participation.

2. A series of in-service training workshops either during or after working hours.

3. Providing training materials to be studied at the caregivers convenience. These materials could take the form of video tapes, audio recordings, and reading material.

4. A series of "coffee break" discussions.

5. In-service observations and interviews.

The first solution, to require and pay for colleges courses or attendance at early childhood workshops and conferences, would be economically impossible for this center. Perhaps at some future date child care workers could be encouraged and assisted financially in order to do any one of these.

The other four projected solutions were utilized to offer a well-rounded in-service training program for child caregivers. The writer developed an in-service training program combining workshops, self-study materials, coffee-break discussions, and observation and interviews.

Justification for Solution Selected

"Research indicates that providers with child development training . . . engage in more appropriate, facilitative interactions with children. Trained caregivers are better able to assess and respond to the needs of children and families." (Whitebook, 1987, p. 3). This in-service training program reflects this important aspect of child care.

Child caregivers are individuals from different backgrounds and with various amounts of experience and training. However, in a specific child care center all caregivers can be expected to treat children similarly under the same philosophical umbrella. They must understand the theoretical framework under which the child care center is operating, in order to reflect it in their everyday care of children (Kaplan-Sanoff, 1981). It is important for caregivers to know "why they do what they do."

A Piagetian based, interactive, and developmentally appropriate in-service training program was developed, due to the writer's research, personal convictions, and 20 years of experience in the early childhood field. Early childhood literature points to Piagetian based theory as a preferred philosophy on which to base caregiving practices (Desjardins, 1985; Kamii, C. 1972; Lavatelli, C. 1973; Read, K. 1971). Under this philosophical model the caregivers role is to understand the children's developmental level, provide an appropriate environment, and provide activities and interaction that will facilitate children's optimal development.

Ellen Galinsky (1986) states that "it is the everyday relationship between the caregivers and the child--the greeting in the morning, the comments made when the child has drawn a picture, the way the caregiver asks a question--that is the singular most important determinent of quality" (p. 42). Honig (1985) stresses the importance of the relationship and interaction between infants and toddlers and their caregivers. A nurturing caregiver can aid children's emotional, language, and cognitive development in a positive

way. This interactive caregiver is basically a warm, responding, facilitating type of person and all her caregiving or teaching enhances relationships with children as well as the discipline climate of the room.

As the emphasis to educate younger and younger children is esculating with the "baby boomers" and "yuppies," the tendency is to begin formal instruction at the very early childhood level. This trend toward eary academics is in direct contrast to knowledge of child development and the most recent body of research which asserts that young children learn best through active, manipulative, play oriented experiences in a nurturing environment (Elkind, 1986). The National Association for the Education of Young Children (N.A.E.Y.C.) has published a "Position Statement of Developmentally Appropriate Practice in Early Childhood Programs. . . Serving Children from Birth through Age 8" (Bredekamp, ed., 1986). This statement affirms that the quality of an early childhood program is largely determined by the extent of knowlege and application of child development principles practiced by the caregivers. Developmental appropriateness is defined in two areas: age appropriateness and individual appropriateness. Developmental appropriateness comes from knowledge of the sequences of growth and development--physical, emotional, social, and cognitive--which serves as a framework for teachers and caregivers of young children as they prepare the environment and plan activities. Acknowledging that each child is a unique person and planning for individual differences in temperment, interests and learning style will enable the teacher/caregiver to be responsive to each child (Bredekamp, ed., 1986, p. 5). Recognizing that play is the principle way in which children learn and develop is basic to providing a developmentally appropriate early childhood program (Herron & Sutton-Smith, 1974). Results of the National Day Care Study (Roupp, 1979) suggest the impact of training for child caregivers: "Caregivers with education/training relevant to young children deliver better care with somewhat superior developmental effects for

children" (p. 3).

The preceeding three elements--Piagetian philosophy, child development knowledge, and interaction--were the focus of the proposed developmentally appropriate child caregiver in-service training program. The program had four components; (1) in-service workshops, (2) self study materials, (3) coffee break discussions, and (4) follow-up observations and interviews.

Description of the Staff Development Program

The four elements of the developmenally appropriate staff development program were three evening workshops; copies of relevant readings from recent early childhood literature; discussions during specified coffee breaks relating to the literature and topics of interest to the caregivers; follow-up classroom observation and discussion. The content of each of these elements of the program is discussed below:

1. Workshops

Three workshops were offered at the child care center. These workshops were scheduled at the end of the day after a dinner provided by the writer. It was deemed easier for child care workers who were completing their day with dinner provided and for the others who completed their work earlier to come back after a few hours break rather than return later in the evening. The dinner allowed for a relaxing time of food and camaraderie. The staff was then ready to participate in the workshop activities.

(A) Child Development Theories and How Children Learn (Workshop # 1)

The first workshop began with an overview of the objectives of the three workshops:

- to aid in the caregiver's understanding of the various child development theories
- to look at the stages of children's growth and how caregivers can provide developmentally appropriate care to promote each child's development

-to look at the way caregivers interact with children with whom they work and to inspect the classroom environment and consider how the environment can facilitate the development of each child.

To begin the workshop a "perception" activity was engaged in whereby a divided triangle was drawn on the blackboard. Participants were asked to count the number of segments in the triangle. Responses varied from 7 to 18. Persons were allowed to explain their perceptions (how they counted the segments of the triangle). This activity pointed out that people see things differently--that people including children see the world through their own perceptions.

This was an introduction to the various ways that child development theorists have looked at children. A handout illustrating four theories by Stevens and King (1976, p. 28-29) was given to the workshop participants.

The theories considered were:

(1) Maturational theory (biological) developed by Arnold Gesell which emphasises:

-Development and behavior is determined by genetic codes and biological maturation.

-Gesell developed a set of norms (or averages) for the development of various skills.

-Our concept of "readiness" is based on this threory.

-Theorists now believe there is a strong influence from the environment.

-The implication for preschool caregivers is that children must not be pushed beyond their development level (Schickedanz, J.; Schickedanz, D.; & Forsyth, P., 1982, pp. 49-51).

(2) Psychoanalytical and psychosocial theory (social-emotional,) developed by Freud and Erikson. The workshop participants were presented with a:

-A brief overview of Freud's psychoanalytical theory and stages of development (Schickedanz, et. al, 1982, pp. 51-54)

-An overview of Erikson's theories and his eight stages of social developemnt which span the entire life cycle

-A handout summarizing Erikson's stages (Fischer, K; Lazarson, A., 1984, pp. 399-400)

-Implications for caregivers were discussed concerning the infancy through preschool stages.

(3) Behavorial theory (learning), developed by Skinner, and the related social learning theory developed by Bandura:

-Skinner's Stimulus-Response (SR) learning theory was considered.

-Focus of the theory is on observable behavior brought about by SR experiences.

-Bandura's social learning (modeling) theory has implications to those dealing with young children (Schickedanz, et.al., 1982, pp. 517-560).

(4) Cognitive/development theory, developed by Piaget.

-The participants considered Piaget's theory of cognitive development which came from his work in trying to understand why children think so differently than adults.

-Piaget postulated that knowledtge is constructed by each person as a result of biology and a persons's experiences and his/her own activity in the environment.

-A short review of the cognitive/development stages proposed by Piaget took place (Schickedanz, et.al, 1982, pp. 60-64).

A participation activity was then engaged in. Common statements based on the various theories had been typed on file cards and given to the participants. A chart with a column for each of the learning theories was placed on the wall. Workshop participants were asked to place their cards in the appropriate column on the chart. (The cards were held by velcro dots on the cards and on the chart.) Sample statements:

"Don't worry if a 2-year-old is not toilet trained, just leave her alone"

(Maturationist).

"Ignore children when they behave badly, praise them when they are behaving well" (Behavioral).

"Children are active learners" (Cognitive). (Common statements from Schickedanz, et. al. 1982, pp. 48-66).

After a short break the participants viewed the Video "How Young Children Learn to Think" from the National Association For the Education of Young Children. This features Constance Kamii discussing Piaget's theory of how children learn (Dorrel, & Andrews, co-producers, 1985). Small group discussion followed focusing on several questions posed by the workshop leader:

-Do children learn number concepts by merely counting?

-How do children learn to think logically?

-What is the teachers role in promoting logical thinking?

-What are some things you can do in your classroom to promote logical thinking?

Implications of caring for children--understanding the steges that Piaget has delineated and the teacher's role in promoting cognitive development-- were discussed in the total group.

As a wrap-up for this workshop a short vignette was presented. (This vignette concerned a normal classroom situation in which the children were constructing a collage. One child pasted down her magazine cut-out and pulled it up several times. When all other children were finished she was still doing this.) Workshop participatants were divided into four small groups and were asked to view the child's actions through the eyes of either cognitive, psychosocial, behaviorists, or maturationist theorists. Discussion followed.

(B) Developmentally Appropriate Caregiving Practices (Workshop # 2)

The second workshop focused on developmentally appropriate caregiving practices. It

began with a review of the objectives of the workshop:

-To reinforce the impact of Piagetian philosophy on child caregiving.

-To demonstrate how developmentally appropriate caregiving is carried out on a day-to-day basis.

The Piagetian stages of cognitive growth were reviewed. Time was spent looking at the classroom implications of Piagetian theory--that children need time and space in order to learn; namely, that caregivers need to (1) allow space for exploration, sufficient materials for children to manipulate, help for children in making choices; and (2) to discuss actions and interactions with children.

This discussion led to a simulation activity. The leader held up one shoe for the total group to view. The participants were divided into three groups and they were asked to write down as many facts as possible about the shoe. After the groups reported and a list was made on the board, they were then asked to use a shoe from someone in the group, examine it and then list all they had discovered about the shoe. Lists were compared and the point was made that even as more was known about a shoe after active exploration, so do children learn, not only from seeing or hearing about something, but by active exploration. (This activity was adapted from a workshop presented by the High Scope Foundation in Valley Forge, PA; May, 1988).

Workshop participants had received, previous to the workshop, the "Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8." (Bredekamp, ed., 1986. pp. 4-17). The workshop leader introduced the new video tape produced by the National Association for the Education of Young Children, "Developmentally Appropriate Practice: Birth through Age 5" (Dobie/Bowie, 1987). Caregivers were asked to pay particular attention to the sections of the film pertaining to the age of children with whom they work.

Discussion of the video followed with the participants listing developmentally inappropriate practices they may have seen or engaged in. Reasons for inappropriateness (based on child development knowledge) were discussed by the leader and participants.

A chart for each developmental area (social/emotional, cognitive/language, and fine/gross motor) was made on the blackboard with appropriate caregiving practices concerning adult/child interaction, the environment, and curriculum listed.

After a short dessert and coffee break the workshop participants were divided according to the age caregiving groups (Infants, Toddlers, and Preschool.) With reference to the copy of "Your Child-from birth to 12" (Ames & Switzer, 1981), which had been distributed two weeks before the workshop, each group was asked to set developmental goals and to plan at least three activites for the children in their care --activities that were to be implemented within the next two weeks. The discussion groups shared their activity ideas with the total group to close the workshop.

(C) Day Care Environment and Caregiver Interaction (Workshop # 3)

This workshop began with a review of the objectives for the evening:

-To examine the environment of the child care center in light of the "Early Childhood Environment Rating Scale" (Harms, Clifford, 1980).

-To investigate adult/child interaction patterns.

Two weeks before the workshop the head teachers of each classroom had received a copy of "The Early Childhood Environment Rating Scale" and had been asked to examine the scale and indicate where their classroom rated in each area, before this workshop. This was to be done with the other caregivers in their rooms.

A large chart containing the seven categories (Personal Care Routines; Furnishings/Display; Language, Reasoning Experiences; Fine/Gross Motor Actrivities; Creative Activities; Social Development; and Adult Needs) on the Harms/Clifford scale was

placed on the blackboard. Each classroom plotted on the chart where their classroom rated. Discussion followed. The caregivers felt comfortable enough to challenge and/or agree with the assessments.

As a lead-in to the discussion of adult/child interation the workshop leader posted a large poster depicting the separate 14 interaction items from the Harms/Clifford scale that had been considered separately in looking at the caregiver interaction patterns in the center at which this practicum took place. Discussion on these items followed in relation to the articles that had been distributed relating to the caregiver/child interaction. (See Appendix H--those marked with an *).

Because children spend many hours in out-of-home care, it is important to the development of young children that the caregivers interact in socially, morally, and developmentally appropriate ways. Role play situations were engaged in, based on an article, "Childrearing Interaction with Developmental Home-or-Center-Based Early Education," by Carol Klass (1987, pp. 9-13, 67-69). Ms. Klass examined positive interactions between adult caregivers and children and devised an interaction model with three levels of adult involvement and six patterns of adult/child interaction which evolved from a long term observation research project. The levels and patterns were interpreted.

A large chart, depicting the possible adult/child involvement levels and the interaction patterns, was hung on the board. Interaction vignettes had been typed on separate cards and were passed out to all workshop participants. Each participant read her card and with the help of others placed the vignette in the appropriate box on the chart (chart and cards had velcro dots). A handout showing these levels and patterns was given to each participant (Klaus, 1987, Table 1 and Table 2, pp. 11 & 13). Workshop participants then discussed similar real-life situations.

The workshop was culminated with time alloted for the participants to complete the

"Child Development Knowledge Questionnaire" (Appendix A) as a post/training evaluation.

2. Coffee break discussions.

Coffee break discussions were held on several Tuesdays between the workshops. The writer listed the questions or statements for staff members to consider each month. These were distributed to staff members after each workshop. This encouraged the caregivers to read the articles just before the discussions.

The first month of coffee-break discussions focused on two articles:

a. "The Satisfactions." (Hymes, J. 1985)

How does knowing child development help us to care for the children with whom we work?

-Helping positive self-image development

-Aiding development of independence (are we supposed to "tame" children?)

-Facilitating curiosity.

b. "How Do Children Learn by Handling Objects?" (Williams, C. & Kamii, C., 1986)

What are some activities you could use to provide "hands-on" learning activities with the children you work with ?

Why aren't worksheets helpful?

How can you encourage logico-mathmatical thinking?

The second month the discussions focused on the article, "Position Statement on Developmentally Appropriate Practice . . ." (Bredekamp, 1986).

What is meant by developmental appropriateness?

What do you see as proper curriculum for your age group?

Discuss some developmentally appropriate activities you have engaged in within the past two weeks.

During the third month the discussions focused on two articles:

a. "Discipline and Punishment--Very Different Terms." (Sandell, E. 1986)

Discuss the difference between discipline and punishment.

What do you need in your classroom to help you in your job and help the children learn more effectively?

How can you reorganize and rearrange what is already there to be more effective?

b."Patience or Understanding." (Weber-Schwartz, N., 1987)

How can we each develop understanding for the children we care for and not depend on mere patience to maintain discipline?

3. Follow-up activities.

(A) Follow-up observations.

The Harms/Clifford "Early Childhood Environment Rating Scale" (1980) was utilized as a post-training evaluation in the same manner that it had been used as a pre-training/problem confirmation. Both the writer and an associate made independent observations in the classroom. After completion of the observations the scores were compared and averaged to attain a single score. Scores may be found in Chapter V, page 29.

(B) Follow-up discussions and interviews with caregivers.

Interviews with each caregiver were held on an individual and scheduled basis--usually during lunch hours. During these conversations the writer attempted to answer questions, give suggestions, and generally support the caregivers with their concerns.

The Staff Development Program Evaluation (Apppendix G) was given to all staff members who had participated in this program. This was an evaluation of the total program. These evaluations were to be returned within one week.

Calendar Plan

The following schedule outline was utilized in designing and implementing the

in-service training workshops, readings, small group discussions, observations, and evaluation of this practicum:

1. Preplanning -- First, second and third months
   a. Practicum outline presented and accepted
   b. Pre-training "Child Development Knowledge Questionnaire"
   c. Classroom observations utilizing "Early Childhood Environment Rating Scale"
   d. Evaluation of relevant literature
   e. Practicum proposal submitted
   f. Calendarize workshops and coffee breaks
   g. Revise practicum proposal.
2. Workshops and Coffee Break discussions--Fourth, fifth, sixth, and seventh months
   a. First workshop--"Child Development Theories and How Children Learn"
   b. Coffee break discussion on Tuesdays
   c. Second workshop--"Developmentally Appropriate Caregiving Practices"
   d. Coffee break discussion on Tuesdays
   e. Third workshop--"Day Care Environment and Caregiver Interaction"
   f. Coffee break discussions on Tuesdays
3. Follow-up Activities--Eighth and ninth months
   a. Classroom observations
   b. Follow-up discussions and interviews with caregivers
4. Evaluation of in-service training program--tenth month
5. Practicum report written--eleventh month
6. Final report--twelfth month

CHAPTER V

RESULTS, CONCLUSIONS, RECOMMENDATIONS, AND DISSEMINATION

Results

This practicum was designed to provide in-service training for child care workers in an industrially related child care center in order to equip them with knowledge and skills so that they might provide developmentally appropriate care for the children with whom they work. The method chosen for implementation was in the form of three after-hours workshops, copies of articles dealing with child development and child care, small group coffee break discussions, followed by individual conferences and classroom observations.

The problem of the lack of well-trained child care personnel was proved by means of a child development knowledge questionnaire (Appendix A) in a pre-training mode. This questionnaire was again administered after the workshops as post-training evaluation. The Early Childhood Environment Rating Scale (ECERS) by Thelma Harms and Richard Clifford (1980) was used in order to evaluate the classroom environment before and after this in-service program. In addition, specific items from the ECERS were deemed indicative of caregiver/child interaction style and were assessed in pre- and post-training observations. In addition, the writer compiled a "Staff Development Program Evaluation " (Appendix G) which sought evaluation from the staff members at the conclusion of the total in-service program.

Evaluation of post-training results of these instruments in comparison with the pre-training scores show the following results:

1. Child Development Knowledge Questionnaire

Statistics for pre-training was based on 14 caregivers. Unfortunately, before the implementation period was over two of the original caregivers had left the center. Growth of the center allowed 18 caregivers to participate in the in-service training. However, due to the lack of pre-training data on all the caregivers, the data will be compared to the 12 who participated in the pre-training questionnaire and the total in-service program. This calls for reducing the numbers on the pre-training data. Appendix B shows the results of the pre-and post training in bar graph form.

Table 11 shows the pre-and post-training results of the Child Development Knowledge Questionnaire:

TABLE II

Results of Child Development Knowledge Questionnaire

Question	Number of Correct Answers Pre-	Post-	Difference
1.	6	10	+4
2.	6	10	+4
3.	7	9	+2
4.	7	9	+2
5.	8	12	+4
6.	5	12	+7
7.	7	9	+2
8.	6	7	+1
9.	4	12	+8
10.	10	10	0
11.	12	12	0
12.	11	12	+1
13.	11	12	+1
14.	7	10	+3
Total Scores	107	146	+39

According to criteria 1 (p. 12) success for the program was to be demonstrated on the

Child Development Knowledge Questionnaire by a 15% increase of correct answers. This has been more than accomplished by a 36.51% increase in correct answers. Questions one, two, and three obtained significantly higher scores on post-training (between five and six). These questions dealt with Piagetian child development knowledge. Question four obtained only two more correct answers and concerned the stages of development as delineated by Piaget. The writer was disappointed in the response to this question. Questions five through nine again received a significant increase in correct scores (between four and six). Question nine received correct answers by all correspondents--whereby, upon pre-training, only four had received correct answers. Only questions 10 and 11 did not show increased correct answers on post-training application. Both of these questions obtained the same number of correct answers each time--question ten, 10 correct, and question eleven, 12 correct. Questions 12 and 13 obtained perfect scores on post-training, up from eleven on pre-training. The final question, 14, obtained ten correct answers as opposed to seven correct on pre-training application. The total score of 39 more correct answers on the questionnaire after the workshops shows significant gain in caregiver knowledge.

2. The Early Childhood Environment Rating Scale

The Early Childhood Environment Rating Scale (ECERS) (Harms & Clifford, 1980) was used as an evaluation of appropriate caregiving practices in a pre- and post-training mode. In both cases independent classroom observations were made by the writer and by an associate. The scores were then compared and averaged in order to achieve a single rating. Criteria demonstrating success in improving classroom environment according to ECERS was to be demonstrated by an increase of one full point on the scale in each category (with the exception of the seventh category which measures the child care center in relation to the caregivers needs, which is not in the caregivers control.) Demonstration of the success of this program is shown in Table III.

TABLE III

AVERAGE SCORES OF PRE-AND POST-TRAINING
EARLY CHILDHOOD ENVIRONMENT RATING SCALE

Category	Perfect Score	Pre-Training Score	Post-Training Score	Difference
Personal Care Routines	35	21	26.50	+5.25
Furnishings/ Display	35	17	24.75	+7.75
Language, Reasoning Experience	28	12	21.75	+9.75
Fine/Gross Motor Activities	42	32	32.75	+ .75
Creative Activities	49	18	24.50	+6.50
Social Development	42	19	26	+7.00
Adult Needs	28	18	22	+4.00
Total Scores	259	137	178.25	+41.25

The pre/post mean results of the observations utilizing the ECERS show a dramatic improvement in the caregiving environment. In all categories, with the exception of category four (fine and gross motor activities) there was a substantial increase in the scores--between 4 and 9.75 points. Several comments seem to be in order to account for the increase in the specific categories:

a. (1-Personal care routines). It appears that the caregivers during this implementation period became more adept at personal care routines as shown by a 5.50 point increase.

b. (2-Furnishings/display). A considerably higher score, 7.75 points, was due, in

part, to a heightened sense of the importance of the environment, but partially to the parents who built room-divder/storage units for the classrooms.

c. (3-Language, reasoning experiences). The 9.75 point increase in this category was the largest increase. The workshop presentations stressed the importance of caregiver/child verbal interaction in all age groupings at all times. This is reflected in the high degree of increased positive points.

d. (4-Fine/gross motor activities). The relatively small increase in this category (.75) reflects the originally high score (32 out of 42), the low priority of emphasis on this area during workshops and a lack of supplementary reading materials. This category does not reach the criteria set for an increase of one point.

e. (5-Creative activities). In the category of creative activities there was a 6.50 point increase in the mean scores for the total center. On the surface this looks good; however, when the perfect score of 49 and pre-treatment score of 18 are considered, the 6.50 increase to 24.50 points does not reflect a strong movement toward a creatiave atmosphere at the center.

f. (6-Social development). This category showed a seven point increase--from 19 to 26 of a possible 42 points. This shows a significant increase, but also indicates a weakness in the center.

g. (7-Adult needs). The catetgory of adult needs was not addressed during the workshops, but nevertheless showed an increase of four points.

Out of a possible total 259 points, the center scored 178.25 points, up from 137 in pre-training observations. This is a 41.25 point or 30.1% increase. It is apparent that the in-service program provided by this practicum was successful.

3. Appropriate Caregiver Interaction

Caregiver relationships and interaction with children was measured by focusing on

several selected items on the Early Childhood Environment Rating Scale (ECERS) (Harms, Clifford, 1980.) A comparison of the average scores of these items (pre-and post-training) is shown below on Table IV and also on a dated line graph (Appendix C).

TABLE IV

COMPARISON OF PRE/POST TRAINING AVERAGE SCORES
ON SELECTED CAREGIVER INTERPERSONAL ITEMS

Item	Perfect Score	Pre-training Score	Post-training Score	Difference
1. Greeting	7	3.25	4.50	+1.25
3. Nap/rest	7	5.00	5.75	+ .75
4. Diapering/toileting	7	5.00	5.50	+ .50
11. Receptive language	7	3.25	4.75	+1.50
12. Using language	7	2.25	4.75	+2.50
14. Using learning concepts	7	2.25	5.00	+2.50
16. Supervision of fine motor	7	3.75	5.35	+1.50
20. Supervision of gross motor	7	4.25	5.50	+1.25
26. Schedules	7	4.33	5.33	+1.00
27. Supervision	7	4.50	6.33	+1.83
29. Free Play	7	3.50	5.50	+2.00
30. Group time	7	3.66	5.33	+1.73
32. Tone	7	3.75	5.50	+1.75
Total Scores	71	48.74	69.09	+20.35

The criteria to measure success for these 14 selected caregiver interaction items called for a one point increase for each item on the ECERS scale. This criteria was met by all items with the exception of two items--3 (nap/rest) with a .75 point increase and item 4 (diapering/toileting) with a .50 increase. It must be pointed out that these two categories were each rated five in the pre-training scoring, which the authors of the ECERS label "good".

The comparison of pre/post training average scores for the selected interpersonal

items on the ECERS show that the score for every item increased. Although only 11 of the 13 met the criteria for at least a one point increase, the total increase of all caregiver interaction items was 20.35.

4. Staff Development Program Evaluation

Evaluation by means of the "Staff Development Evaluation" (Appendix G) was completed by the in-service participants at the conclusion of the program. The results of the evaluation form indicate general appreciation for the program. A summation of responses from this evaluation follows:

a. For question one half of the participants indicated the program to be "very helpful" and the other half "helpful".

b. For question two the workshops and the readings were listed as the most helpful element in the staff development program.

c. For question three the participants suggested that longer or more sessions would have been "more helpful," as would have been an opportunity for more discussion.

d. In response to question four the participants listed several new things they will now " do differently." Some of these were:

-Understand the reasons children do certain things at certain stages

-View play as purposful and important to the development of children

-Give more individual attention

-Speak and interact more intently and carefully with the children

-Pay more attention to the "teaching environment"

e. The responses to question five indicate that the participants do "have new learnings and insights" (14 of 16), "will view children differently" (15 of 16), "will appreciate each child more" (16 of 16), and "will keep on keeping on (10 of 16). No one checked "have no new insights.

f. Some of the "other comments" were:

-Would like to see similar information presented to parents (parent workshops and/or reading material available)

-Appreciation for the dinners provided by the writer

-Workshops were rushed and too much information presented at one time

-Would liked to have had more time to discuss "nitty-gritty" of caring for children and perhaps share about the individual children in their own classrooms

-Several felt the "coffee-break" discussions were unorganized, sparsely attended, and not really successful.

-Several staff members mentioned that they appreciated the time spent in the individual conferences.

It is apparent that the caregivers who participated in the in-service training program found the program to be a significant positive learning experience.

Conclusions

The preceding data leads to the conclusion that this child caregiver in-service training program was a success. The 36.51% increase of correct scores on the child development knowledge questionnaire demonstrated on post-training is significant. This illustrates that the caregivers gained knowledge about child development during the course of this program. The data from pre- and post-training observation utilizing the Early Childhood Environment Rating Scale (ECERS) (Harms, Clifford, 1980) indicates that the in-service program provided by this practicum was successful in facilitating the caregivers in providing a more appropriate environment at the child care center. The increase of points on the selected items from the ECERS that focused on caregiver interpersonal relations with the children demonstrate a significant increase in the caregivers interactions with the

children.

The coffee break discussions were the least successful element in the program. The staff members appreciated the copies of the articles that they had been given and felt that they learned a great deal from them. However, it was difficult to gather several staff members for the "coffee break discussions." Caregivers many times could not take their coffee breaks at the scheduled times, due to the needs of the children. The flow of staff members in and out of the staff room was uneven. Lunch hours may have been a better time to schedule the discussions. Scheduling for caregivers' breaks and lunch hours is dependent upon the schedules and needs of the children so that it is almost impossible to plan for discussions at specific times. Much time was spent talking about personnel concerns--low salaries, scheduling, work load. These were seen as legitimate concerns that needed to be discussed, though not a integral part of this staff development program.

The Staff Development Evaluation (Appendix G) completed by the participants shows that they felt they had benefited by the program. They indicated several areas that were especially helpful and also gave suggestions for improvement.

This writer found great satisfaction in preparing and implementing this child caregiver staff development in-service program. A personal feeling of lack of time was present during the workshop. A concern for the staff members who had already worked a full day was a condition in limiting the workshops to two-and-one-half hours (including a dinner). A factor in scheduling only three workshop was a conviction that it is difficult for staff members to commit themselves to frequent evening meetings. One criticism of the program was the uneven attendance on the part of the newer staff members. Attendance and participtaion in staff development could and perhaps should be a mandatory element of employment.

The pre/post training data as well as caregiver evaluations demonstrate that the total

staff development in-service training program implemented in this practicum was successful and helpful to the participants in increasing their child development knowledge and caregiving skills.

Recommendations

There are several aspects of this practicum that could be improved. The workshops, though seemingly very successful, were rushed. More time alloted for the workshops would have been helpful, and/or more workshops. For example, the final workshop dealt with two very important topics (caregiver/child interaction and the teaching environment). Both of these subjects could well have been the topic of a single workshop.

The classroom observations indicated that the child care center scores low in creative activities and social development. These two areas would be excellent subjects for future workshops and reading material. An additional area for continued staff development could be evaluating children. Parents would appreciate more frequent written child development evaluations of their children, and teachers need to be trained to do this.

It was the hope of this writer during this practicum to produce some video tapes of the children in the center and to use them as discussion starters for staff development. This was not done. In retrospect, videos would be especially helpful for the newer staff members as an orientation. Perhaps this type of video can be produced in the future.

A more practical time for discussion periods would be an important improvement in this program. In viewing the day care scene with many part-time staff, the long over-lapping hours, childrens' needs, and schedules, it becomes almost impossible to find a time to hold meetings at a time when all staff members can attend, other than evenings. The idea of rotating discussion groups of caregivers on break was not feasible in reality. The videos mentioned above might be a way to facilitate continued staff development in a

self-study mode. Videos could be taken home by the caregivers with followup discussion or worksheets.

The primary recommendation for this program is to extend the number and extent of the workshops and the scope of the experiences offered to the staff.

Dissemination

Dissemination of several components of this practicum is being planned in the near future. The video tape from the N. A.E.Y.C., "Developmentally Appropriate Practice: Children Ages Birth Through Five Years" (Dobie/Bowie, 1987) lends itself to the workshop format. This writer is slated to present such a workshop in the fall at a regional child care providers conference. In addition, the video will be used as a part of the child development courses taught by the writer at two local colleges.

The in-service staff development program presented in this practicum is to be utilized for staff devlopment in the new child care center that will soon be open.

There are many new child care centers opening each year in this area, however the personnel to staff the centers is lacking. The local community college early childhood department is mounting a recruitment and training program for child caregivers in an effort to meet the critical need for child caregivers. The writer is involved in this proposed program and will utilize segments of this staff development program in the training sessions.

In addition, the writer has worked with a group of parents to plan a series of parenting seminars in the fall. There will be four sessions. The writer will lead two of the seminars--"Child Development" and "Readiness for Kindergarten." Guest presentors will aid in the leadership of the other seminars. These seminars will be offered to the parents in the child care center in which this practicum took place and also open to the wider

community.

The writer anticipates that there will be many other opportunities for wider dissemination of segments of this practicum.

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APPENDICES

APPENDIX A

CHILD DEVELOPMENT KNOWLEDGE QUESTIONNAIRE

APPENDIX A

CHILD CAREGIVERS QUESTIONNAIRE

Please complete this questionnaire.

PERSONAL

1. Sex: Male _____ Female _____ 2. Age _____

EDUCATION/TRAINING

1. Please check the educational level you have completed.

_____High School _____GED _____Other

College: _____Associate _____Bachelor _____Masters

Degree:_____

2. What in-service training have you had in Early Childhood Education?

_____Workshops _____College Courses _____Paid Work

INSTRUCTIONAL CONCERNS

1. What age are you working with? ____Infants ____Toddlers ____Preschool ____Afterschool

2. What are the areas that you would like to know more about concerning children and day care?

List at least two.

ASSESSMENT OF CHILD CAREGIVERS

KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT

Multiple choice: Underline the best answer choice:

1. Cognition is

a. the process of knowing

b. influenced by development

c. determined through heredity alone

2. Intelligence exists without language in the
   a. concerete operational stage
   b. pre-operational stage
   c. sensori-motor stage
3. Reflexive action is something an infant does
   a. by consciously moving parts of his body
   b. using object performance
   c. instinctively
4. According to Piaget's stages of intellectual development, the stage between ages 2 to 7 is called
   a. pre-operational
   b. sensori-motor
   c. concrete operational
5. Egocentric behavior means that the child
   a. can see only his point of view
   b. can see another point of view
   c. has trouble seeing both his own and another's point of view.
6. During early childhood, the child's major means of exploring the world is through
   a. books
   b. play
   c. parental interaction
7. If a child is encouraged to tell about his/her own experiences, he builds
   a. egocentrism
   b. social behavior
   c. expressive language
8. Behavior directed toward enhancing the welfare of others is called
   a. social behavior
   b. prosocial behavior
   c. accommodation
9. Which is not an example of a fine motor skill?
   a. using scissors
   b. jumping
   c. drawing

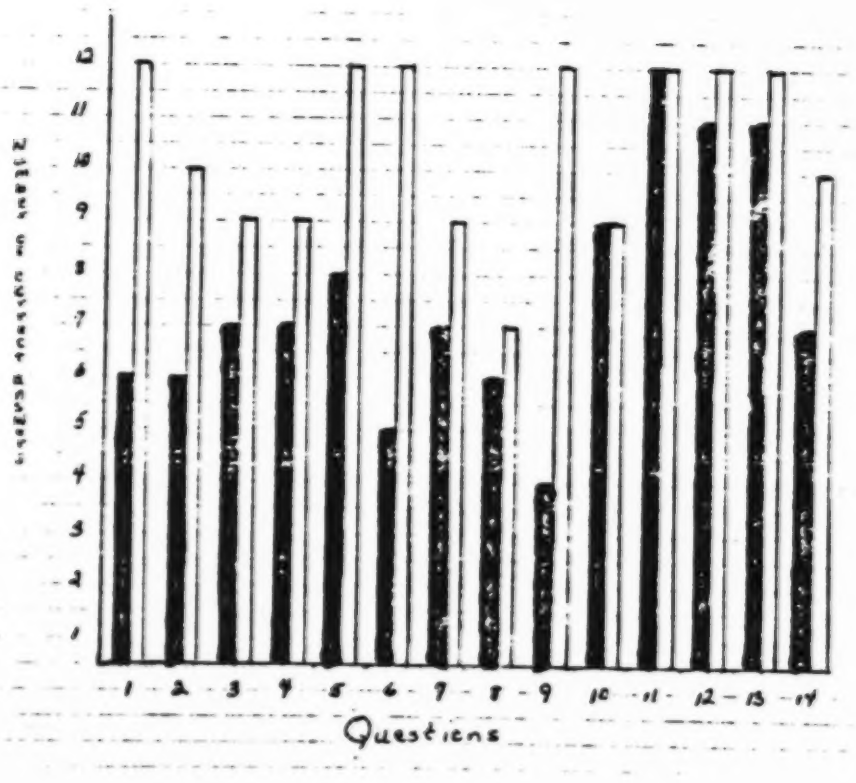
10. The physical, social, emotional, and intellectual areas of a child's growth and development are
    a. each separate unrelated areas of growth
    b. unaffected by environmental conditions
    c. inter-dependent
11. When weaning a baby from bottle to cup should you
    a. take away the bottle at nine months and give only the cup
    b. gradually reduce the number of times you offer the bottle and increase the number of you offer the cup
    c. break the bottle in front of the baby if the baby continues to want it after one year of age?
12. An infant sucks his/her thumb, you should
    a. put something bitter on it
    b. pull the thumb out and slap the child's hands
    c. allow the infant to suck
13. A two-year-old frequently bites other children, you should
    a. bite the child yourself to show how it feels
    b. ignore the biting since it is just a stage of development
    c. observe closely so that you can physically prevent the child from biting and find times to give the child lots of attention
14. A four-year-old cannot pronounce several words, you should
    a. give him/her speech lessons
    b. model good speech in front of him/her
    c. continually correct him/her and have him/her practice.

APPENDIX B

CHILD DEVELOPMENT KNOWLEDGE QUESTIONNAIRE RESULTS

KEY

Pre/Post-training

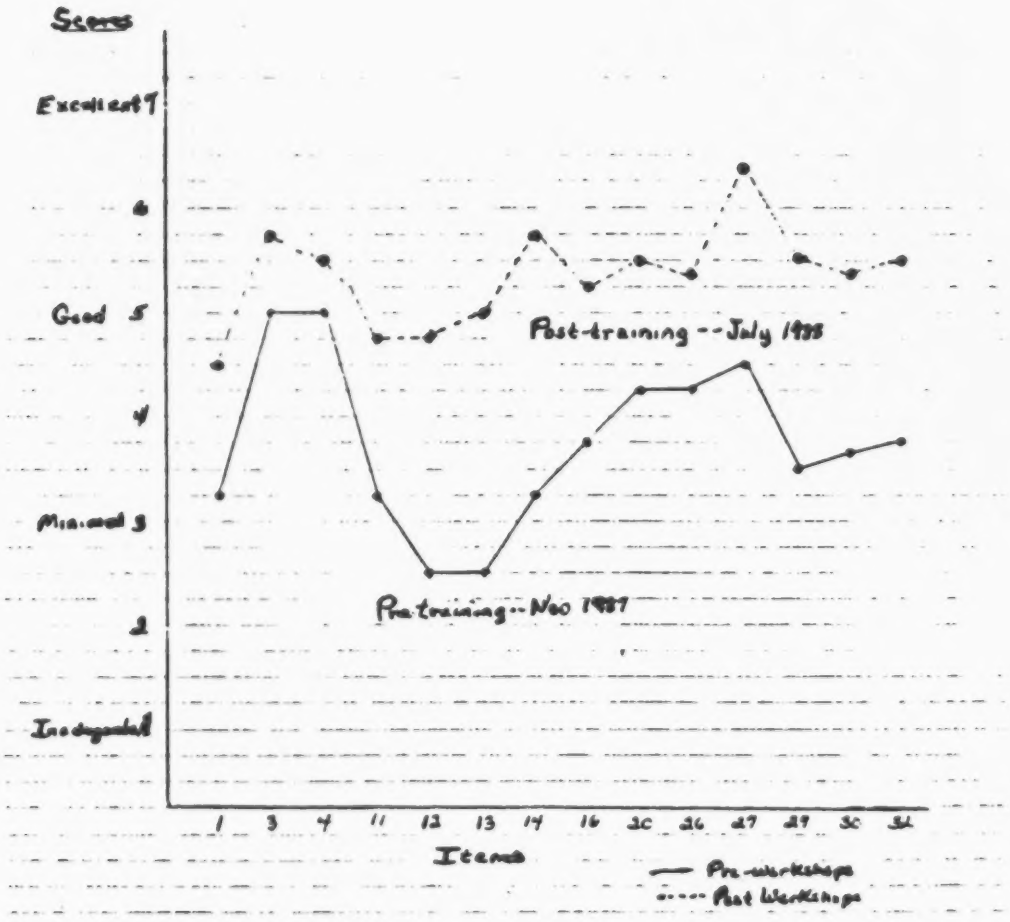


APPENDIX C

INTERPERSONAL ITEMS, PRE/POST TRAINING AVERAGES

APPENDIX C

INTERPERSONAL ITEMS, PRE/POST TRAINING RESULTS



APPENDIX D

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APPENDIX D

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APPENDIX E

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APPENDIX F

LIST OF READINGS FOR CHILD CAREGIVERS

KEY TO DISTRIBUTION
(two weeks prior to workshops)
First Workshop
* Second Workshop
+ Third Workshop

READINGS FOR CHILD CAREGIVERS

Ames, L. & Switzer, E. (1981, September 22). "Your child from birth to 12" Family Circle. pp. 40-46, 141, 142.

+ Appelbaum, M; Day, D.; & Olds, A. (1984, Summer). "Fine details: Organizing and displaying materials." Beginnings. pp. 13-16.

* Baker, B. (1986, Summer). "Transition time: Make it a time of learning for children." Day Care and Early Education. pp. 36-38.

* Bredekamp, S. (ED. (1986). "Position statement on developmentally appropriate practice in early childhood programs serving childdren from birth through age 8." Young Children. 41 (6) pp. 4-17.

* Carter, M. (1984, Fall). "Face to face communication: Understanding and strengthening the partnership." Beginnings. pp. 14-17.

+ Caruso, D. (1984). "Infants exploratory play." Young Children. 39 (6) pp. 27-30.

* Cataldo, C. (1982, January/February). "Very early childhood education for infants and toddlers." Childhood Education. pp. 149-150.

+ Cherry, C. (1981, September). "Listen to the Quiet" Early Years. pp. 18, 22, 24, 28.

+ Feeney, S. & Magarich, M. (1984). "Choosing Good Toys for Young Children." Young Children. 40 (1) pp. 21-25.

+ Gartell, D. (1987). "Punishment or guidance." Young Children. 12 (3) pp. 55-61.

* Gonzalez-Mena, J. (1982). "Toddlers: What to expect." Young Children. 42 (1) pp. 47-51.

* Greenman, J. (1984, September) "Worlds for infants and toddlers: New ideas." Beginnings. pp. 21-25.

+ Honig, A. (1984, Winter). "Why talk to babies." Beginnings. pp. 3-6.

* Hutinger, P. (1978, Spring). "Language development: It's much more than a kit." Day Care and Early Education. pp. 44-47.

* Hymes, J. (1975). "The satisfactions." Early Childhood Education, An Introduction to the Profession. Washington, D. C.: National Association for the Education of Young Children. pp. 65-71.

+ McCartney, K. (1984, Winter). "Caregivers talk to children." Beginnings. pp. 11-13.

+ McKee, J. (1986). "Thinking, playing and language learning: an all-in-the fun approach with young children." Working Partners of Growth. Wheaton, MD.: Association for Childhood Educational International. pp 15-28.

+ Miller, C. (1984). "Building self-control." Young Children. 40 (1) pp. 15-19.

+ Mitchell, G. (1987, April)."Help! What can I do about fighting?" Pre-K Today. p. 9.

+ Sandell, E. J. (1986, July). "Discipline and pinishment--very different terms." Baptist Leader. Valley Forge, PA: Judson Press.

+ Thibault, J. & McKee, J. (1982). "Practical Parenting and Piaget." Young Children. 38 (2) pp. 18-27.

+ Warner, L. (1982, January/February). "37 Music ideas for the nonmusical teacher." Childhood Education. pp. 134-137.

+ Weber-Schwartz, N. (1987)."Patience or Understanding." Young Children. 42 (3) pp. 52-54.

* Williams, C. & Kamii, C. (1986). "How do children learn by handling objects?" Young Children. 42 (1) pp. 23-26.

APPENDIX G

STAFF DEVELOPMENT PROGRAM EVALUATION

Please complete this evaluation form to be helpful in planning future staff development.

1. I found the staff development program to be: (check all that apply)

_____ Very helpful
_____ Helpful
_____ Too much
_____ Less helpful than expected
_____ A waste of time

2. What was most helpful element in the staff development program?

_____ Workshops
_____ Readings
_____ Coffee Break Discussions
_____ Classroom Evaluations

3. What may have been more helpful?

4. As a result of the staff development program what new thing(s) will you do? What will you do differently?

5. Because of the staff development program I: (check all that apply)

_____have some new learnings and insights.
_____will view children differently.
_____have no new insights.
_____will appreciate each child.
_____will keep on keeping on.

6 . Other comments: